

DOCUMENT RESUME

ED 270 419

SP 027 644

AUTHOR Moore, Jerry R.; And Others
TITLE Five Year Program of Teacher Education.
PUB DATE 1 Feb 86
NOTE 30p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Decision Making; Higher Education; *Preservice
Teacher Education; *Program Development; Program
Improvement; Program Length; *Teacher Education
Programs

IDENTIFIERS *Extended Degree Programs; *University of Virginia

ABSTRACT

The Curry School of Education at the University of Virginia has developed a 5-year teacher education program to improve and strengthen preservice preparation. Changes in the program are based on beliefs regarding characteristics of effective teacher education programs and the requirements necessary to implement those characteristics. The program seeks to produce teachers who are effective decision makers through five domains: (1) knowledge of subject matter relating to teaching area; (2) knowledge of subject matter complementary to teaching area; (3) knowledge of substantive areas (such as psychology and sociology); (4) knowledge of self; and (5) pedagogical knowledge and skills. Skill development in these areas is achieved through observation, diagnosis, planning, management, communication, and evaluation. A description of the program is offered, with information on application requirements, admission screening, advancement to graduate study, academic advising, and program components. (CB)

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FIVE YEAR PROGRAM
OF
TEACHER EDUCATION

Curry School of Education
University of Virginia

Revised: February 1, 1986

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ACKNOWLEDGEMENTS

This program was developed by the Committee on Teacher Education Redesign appointed by James M. Cooper, Dean of the Curry School of Education.

James Cooper, Chair
Carolyn Callahan
William Carriker
Ronald Comfort
Robert Covert, Evaluation
Patricia Crook
James Esposito
Luke Kelly
Jerry Moore
Pamela Richardson

The program developed by the Committee on Teacher Education Redesign was approved by the faculty of the Curry School of Education on April 16, 1985.

After negotiations and minor revisions, the new program was approved by the faculty senate and central administration of the University of Virginia in December, 1985.

The new program will begin operation in September, 1986 with the first graduation in May, 1990.

PROGRAM DESCRIPTION

Introduction

The Committee on Teacher Education Redesign searched and researched many aspects of teacher education. The Committee examined the work of previous committees, prepared and analyzed personal position papers and studied current literature on teacher education. The Committee drew heavily upon two reports:

Educating A Profession: Extended Programs for Teacher Education.
Washington: American Association for Colleges for Teacher Education, 1983.

B.Othaniel Smith, A Design for A School of Pedagogy. Washington: U.S. Department of Education, 1980.

The program design that follows was developed by the Committee through much dialogue, debate, persuasion and compromise.

Underlying Beliefs

This document, outlining a new program for teacher education at the University of Virginia, represents our effort to improve and strengthen the preparation of prospective teachers. Several features of the new program design are radical departures from the current program. The program is founded upon a set of beliefs regarding characteristics of effective teacher education programs and the requirements necessary to implement these characteristics. Among these beliefs are:

- o the professional education of teachers is a joint responsibility shared by the Curry School of Education, other schools and colleges within the University and the public schools of the Commonwealth.
- o all teacher education students should meet general or liberal education requirements at least as extensive as other students in the University. This liberal education should be a cohesive, planned program, rather than a collection of courses scattered across a number of departments.
- o all elementary, secondary and special education teachers should have strong academic concentrations or majors in the College of Arts and Sciences.
- o all teachers should have a strong background in professional education. Academic knowledge is of little consequence if teachers cannot convey that knowledge and facilitate student learning.

- o effective teacher education programs allow the prospective teacher to exercise increased independence in decision-making responsibilities.
- o an effective teacher education program must be an integrated, coherent and sequenced set of courses and experiences. An integrated program requires instructional staff working together planning and implementing the program.
- o quality teacher education programs integrate class work and field experiences. On-grounds laboratory activities and field experiences should accompany the majority of professional courses.
- o modeling is recognized as an essential aspect of effective teacher education programs.
- o effective teacher education programs take into account the individual and cultural diversity of both the prospective teachers and elementary and secondary school students.
- o quality teacher education programs include significant involvement from skilled "practicing" teachers.
- o quality teacher education programs must incorporate recent research on effective teaching and effective teacher education practices. A research base is now sufficiently developed such that programs can and should be scientifically based.
- o schools of education at research universities have a particular responsibility for contributing knowledge about teacher education as a consequence of research and evaluation studies conducted with their own programs. Such studies must be an integral part of the teacher education program. The program must be viewed not simply from an instructional perspective, but also as a research and evaluation laboratory.
- o quality teacher education programs must include the use of and instruction in the areas of new technology (all forms of media and computers.) Teachers need competence in this area to facilitate student learning as well as to enhance the quality of their own instruction.
- o quality teacher education programs should stand behind their graduates by being willing to work with them in their induction year should major difficulties arise.

Characteristics of the Program

From these key beliefs emerge several characteristics of the new teacher education program:

1. The program of study requires five years of preparation leading to the awarding of two degrees--a Bachelor of Arts from the College of Arts and Sciences and a Masters of Education from the Curry School of Education. Both degrees would be awarded upon completion of the five year program.
2. All course, laboratory and field requirements will be integrated into the program around focal concepts and skills.
3. Course work in professional education will typically include laboratory and field experiences designed to give students more opportunity to practice their profession and receive informed feedback.
4. Skilled cooperating teachers who are employed by local school districts will serve as clinical instructors and as members of the Curry School of Education faculty.
5. University faculty will serve as models in the teacher education program--particularly serving as mentors in their areas of professional expertise.
6. Competency in the understanding and application of technology will be a dimension that permeates most course work.
7. Competency in the understanding and teaching of students with diverse backgrounds will be a dimension of most course work.
8. Prospective teachers are admitted to the teacher education program during their first or second year of collegiate study, but all candidates must be admitted by the end of the second year.
9. The College of Arts and Sciences and the Curry School of Education have joint responsibility in the preparation of teachers. Faculty from both schools will serve as dual advisors to prospective teachers reflecting that responsibility.
10. Evaluation of the new teacher education program is an integral part of the project.
11. The Curry School of Education endorses its new teachers by issuing a teacher warranty for all graduates who are recommended for certification.

The Model: Teacher As Decision-Maker

The Teacher Education Program of the Curry School of Education seeks to produce teachers who are effective decision-makers. It is our premise that teachers who make appropriate, consistent and defensible decisions will facilitate student achievement of intended learning outcomes. It is our belief that teachers who are effective decision-makers acquire their complex teaching skills through cognitive understanding followed by practice and feedback on professional performances. We believe that the entry professional must acquire cognitive understanding of five separate and distinct yet overlapping professional domains.

[DOMAIN I] Knowledge of Subject Matter Related to Teaching Area. Prospective teachers obviously must have cognitive understanding in the subject matter areas of their future teaching responsibilities. We believe that this area of cognitive understanding should be a priority.

[DOMAIN II] Knowledge of Subject Matter Complementary of Teaching Area. This cognitive understanding serves to reinforce, enrich, and expand one's knowledge of his/her teaching field, but it is not part of the discipline that comprises the field. These complementary areas provide the prospective teacher with a breadth of knowledge while strengthening their grasp of the discipline(s) they will teach.

[DOMAIN III] Knowledge of Substantive Areas. Prospective teachers must have knowledge in the substantive areas of psychology, sociology, anthropology, conceptions of intelligence and its measurement, human development and learning theory. This foundation is needed for a more complete understanding of pedagogical knowledge.

[DOMAIN IV] Knowledge of Self. Combs, Rogers, Kelly, Purkey and others have suggested that skilled teachers make effective use of "self." Decisions that teachers make must be congruent with a knowledge of self. Self-knowledge, therefore becomes a critical component of the teacher as decision-maker model. Future teachers need to be provided opportunities to acquire this understanding of self.

[DOMAIN V] Pedagogical Knowledge and Skills. Pre-service teachers need understanding of pedagogical knowledge. B.O. Smith states that "pedagogical knowledge consists of both academic and clinical knowledge." Academic pedagogy consists of definitions, principles, facts, and values that comprise the content of coursework dealing with exceptionality, educational sociology, educational psychology, educational history, and other professional subjects. This knowledge and understanding is needed to justify educational policy and program. Clinical pedagogy is that knowledge used by teachers in the process of teaching--pedagogy of the various teaching areas linked with concepts of curriculum and instruction.

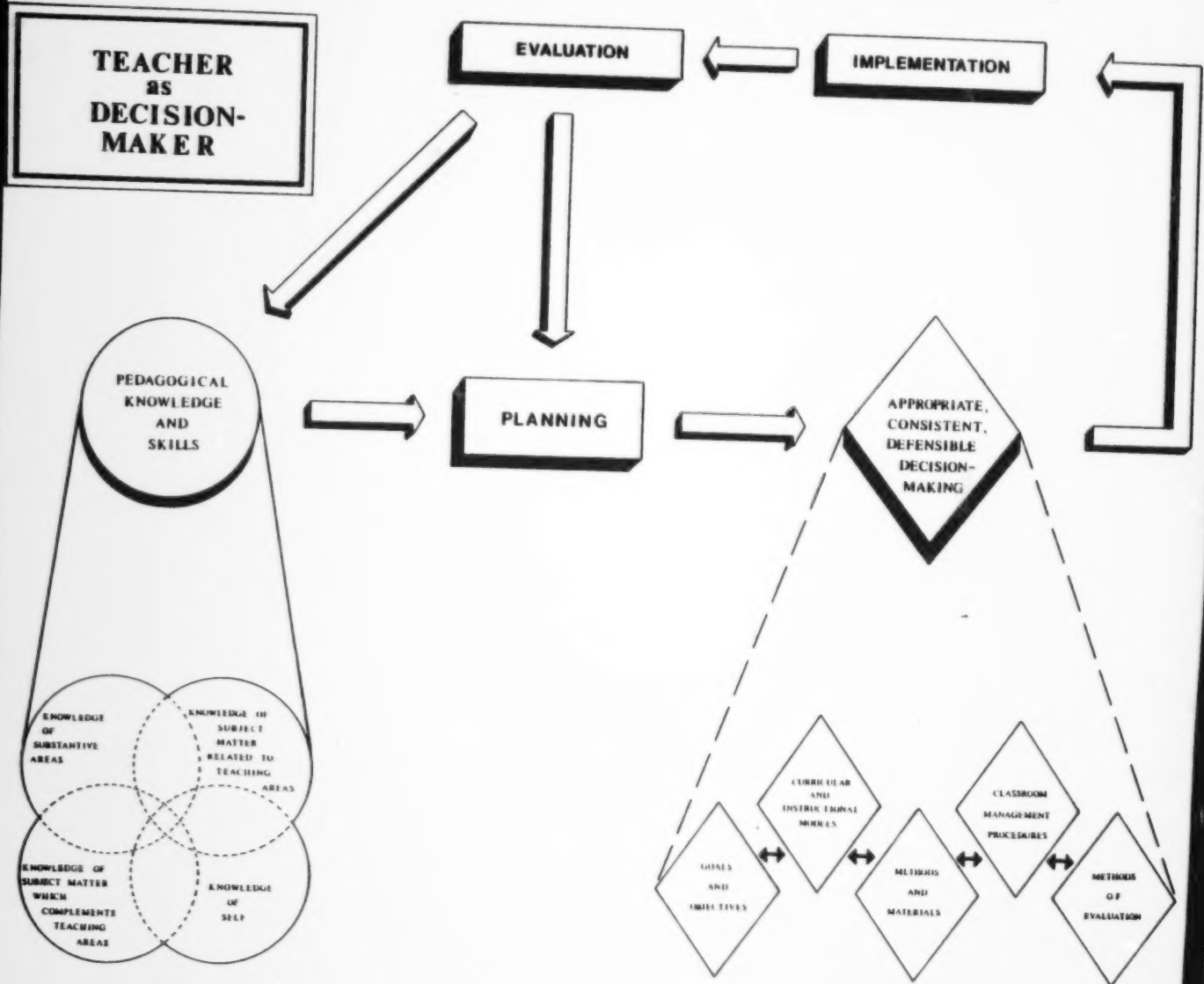
Both academic and clinical knowledge (which in essence are the domains of training) must be directed toward skill development through practice and informed feedback on the following skills areas:

- [1] Observation
- [2] Diagnosis
 - a. student abilities
 - b. learning obstacles
 - c. environmental conditions
 - d. programs of instruction
- [3] Planning of
 - a. short-range program
 - b. long-range program
- [4] Management of
 - a. space, time resources
 - b. instruction
 - c. students
- [5] Communication with
 - a. administrators
 - b. peers
 - c. parents and other lay people
 - d. students
- [6] Evaluation of
 - a. student achievement and conduct
 - b. instructional programs

Our model (visual on following page) suggests five distinct yet overlapping areas of knowledge and cognitive understanding which provide a foundation for the development of skills to be used in the process of teaching. Depicted in our model of teacher as decision-maker is the notion that pedagogical knowledge has its own knowledge base while building upon knowledge from the other areas displayed in the model. For example, teachers planning to teach social studies will experience a course in American History. The knowledge gleaned in this course will be applied and expanded during coursework in the pedagogy of social studies.

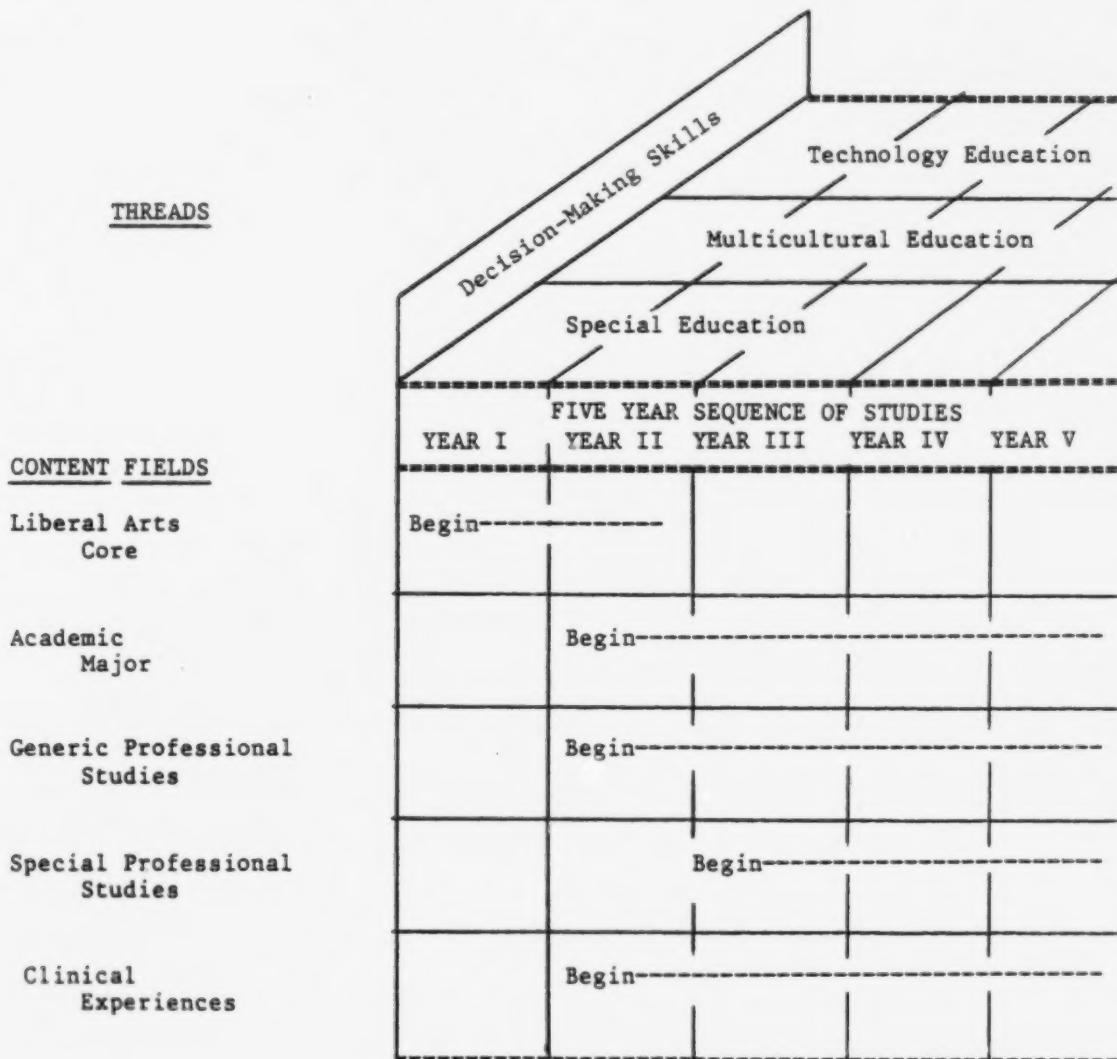
Knowledge and skills are the important substance of the Teacher As Decision-Maker Model while the planning process is the dynamic that brings action to the Model. The planning process has as its objective, appropriate, consistent and defensible teacher decision-making across the major dimensions of schooling. These decisions result in the implementation of teaching strategies. The outcomes of these strategies are evaluated and if objectives are achieved, new plans with new objectives are initiated. If outcomes are not achieved, diagnosis must be directed toward an understanding of where the problem lies. Are problems a function of a lack of knowledge, skills, or both?

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PROGRAM DIMENSIONS

As indicated in the earlier narrative, the program of study requires five years of study leading to an undergraduate and a graduate degree. In addition to this time dimension, the program incorporates three important professional dimensions: [FIRST] Decision-making skills circumscribe the entire model. [SECOND] Students must distribute their studies and experiences across five major content fields. [THIRD] Instructional design requires students to acquire understandings and skills in three persistent program threads: multicultural education, technology education and special education. The following schematic presents a quick overview of the program dimensions.



Persistent Program Threads

The overall emphasis of the new teacher education model is that the prospective teacher must be a decision-maker. Obviously, every course, unit and experience in the program must attend to the development of decision-making skills.

A second major thread focuses upon the need for special education preparation for all teachers. Exceptional children refers to those children whose performance deviates from the norm to the extent that special education programming is necessary for healthy growth and development. The number of exceptional children in need of special education services may exceed seven million school age boys and girls. Regular classroom teachers serve these children in the elementary and secondary schools. It is imperative that these teachers receive instruction, laboratory activities and experiences in special education programming that support appropriate, consistent and defensible decisions in providing for exceptional children. A single course experience would be inadequate.

Another major thread running throughout the program of study is multicultural education. Schools serve a pluralistic America. Teachers must comprehend the nature of multicultural education, but even more importantly they must receive classroom instruction, laboratory activities and field experiences that promote application of that knowledge. Like special education, multicultural education must be integrated within the program of studies for preservice teachers and not presented as a separate course of study. Concepts of multicultural education are found in all areas of the teacher education curriculum--liberal arts as well as professional studies.

The final thread permeating the new program of teacher education is the knowledge and use of educational technology. Knowledge of how various forms of technology (e.g. microcomputers) can be harnessed and used as tools by educators in both managing and implementing instruction is viewed as vital in making appropriate instructional decisions. It is assumed that many future students entering our teacher education program will already possess a minimum degree of computer literacy. If prospective teachers are to make appropriate use of technology and profit from its benefits, the teacher education program must provide for a progressive sequence of experiences with technology. To achieve this goal, appropriate uses of technology must be exemplified within both the clinical pedagogy and pedagogical skill aspects of the program. Prospective teachers will need to learn and experiment with various ways technology can be used in observation, diagnosis, planning, management, communication, and evaluation. It is anticipated that by the time students perform their teaching associateship in the fifth year that they will be able to use technology as a functional tool in preparing, implementing, and evaluating their instruction.

DESCRIPTION OF CONTENT
(Percentage Distribution by Content Area)

YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V
LIBERAL ARTS CORE (100%)	LIBERAL ARTS CORE (40%)	ACADEMIC MAJOR FIELDS (80%)	ACADEMIC MAJOR FIELDS (40%)	ACADEMIC MAJOR FIELDS (30%)
	ACADEMIC MAJOR (40%)		SPECIAL* PROF. STUDY (40%)	TEACHING ASSOCIATE (40%)
				SP. SEM. (10%)
	GENERIC PROF. STUDY (20%)		GENERIC PROF. STUDY (20%)	GENERIC PROF. STUDY (20%)

Percentages on the chart are based upon five years of study producing a minimum of 160 semester hours [16 s.h. per semester.] The semester hour is used merely as a unit of time. All percentages are approximate.

The results of this division of study over the five years is approximately:

Liberal Arts Core	[40-45 s.h.]	25%
Majors and Supporting Fields.....	[57-72 s.h.]	40%
Professional Study.....	[38-40 s.h.]	25%
Clinical Study.....	[12-15 s.h.]	10%

NOTE: (*) Special professional studies for health and physical education and special education exceed the limits of this category. Certification requirements extend into the academic major.

PROGRAM ADMINISTRATION

Office of Teacher Education

The new program is under the immediate direction of the Director of Teacher Education. The Office of Teacher Education is responsible for the budgeting and management of resources to deliver the program: courses, laboratories and field experiences. All Curry School faculty reside within one of four departments in the school organization. The Office of Teacher Education negotiates to secure faculty for instruction, materials development and supervision.

The Office of Teacher is governed by a policy making body--The Committee on Teacher Education. This committee was responsible for the design of the new Five Year Program and it continues as the guiding force for the development of new courses, laboratories and experiences. The committee consists of elected representatives from the four departments with additional representatives chosen for elementary, secondary and special education areas.

Admission, Screening and Advancement to Graduate Status

The new Five Year Teacher Education program is limited to a small number of select, superior students with a strong commitment to teaching. The size of any completing class (those receiving BA/MED degrees as well as certificates) is limited to approximately 135 students. Ideally, this population will be distributed as follows:

o	Elementary	35
o	Secondary	65
o	Special and Physical Education	35

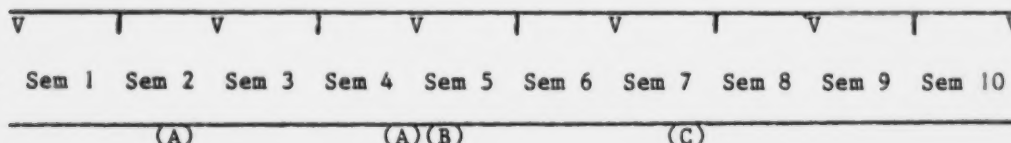
Enrollments are limited by the number of trained clinical instructors available to supervise student field experiences in each of these areas and the instructional and material resources required.

Unique characteristics of the Five Year Program include:

- o the program provides for a coordinated program of studies which requires significant faculty advising and guidance for a four year period.
- o students can enter the five year program in the first or second year and leave the program at any point through the third year without penalty in pursuit of the BA degree.
- o students within the five year program may declare a specific program or certificate area of interest as early as the first year and change that choice without penalty through the first semester of the third year.

- o BA graduates returning to complete graduate professional study and certification on the average require the equivalent of three semesters or more to complete the program. Graduates of the Five Year Program complete both degrees (BA/MED) within ten semesters of academic and professional study.

The following schematic illustrates the steps required for admission, screening and advancing students to graduate status within the Five Year Program of Teacher Education.



Permission to Enroll [Point A]

Students apply for permission to enroll in the Five Year Program during the second semester of the first year of study. Students accepted enroll in the second year professional core. These courses provide students with an opportunity to study the environments of teaching--self as teacher, the nature of schools and questions confronting the teaching profession. Students have the opportunity to work with children and youth. Students may be counseled or may counsel themselves out of the program during this year. The year will be equally productive in helping students determine their area of professional interest.

Application Requirements-

1. All students in good standing in the College of Arts and Sciences are eligible to apply for admission.
2. The application must include a statement by the candidate describing their commitment to continued learning and intellectual growth.
3. The application must include a statement by the candidate describing their interest in teaching children and youth.
4. The application must include a statement describing previous experiences working with children and youth (both formal and informal settings.)
5. The applicant must indicate a preliminary interest in one certification area. (Applicants may change the area of interest at several points throughout the program.)

Note: A battery of skill tests--verbal skills (oral and written); quantitative skills and computer literacy--will be administered during the second year classes. Students will have two years to remediate identified deficiencies.

Students may choose to apply for permission to enroll in the Five Year Program during the fourth semester (the second Point A) of their undergraduate program. In this case, the students experience the second year professional core during the immediate summer session. Two populations would be under consideration at this point--students applying from the College and students applying from outside institutions. Outside transfers would be admitted first by a College committee and later screened by a Curry School committee.

Screened for Program Admission [Point B]

By the second year of the program, students will have completed almost all of the liberal arts core requirements. The liberal arts core requirements in the College must be completed for the BA degree. In addition, the liberal arts core for prospective teachers must include:

HUMANITIES:	ENWR 101 (or equivalent).....	3 s.h.
	Literature.....	3 s.h.
	Public Speaking	3 s.h.
SCIENCE/MATH:	Science (one full year of a single science)	8 s.h.
	Mathematics.....	3 s.h.
	Computers.....	3 s.h.
SOCIAL SCIENCE:	Western Civilization.....	8 s.h.
	American History.....	3 s.h.
	Psychology 101.....	4 s.h.

Note: Some specialty areas will require additional requirements.

Students entering their third year (fifth semester) must declare their major in the College and thus the program and certificate area in the Curry School. Students with identified skill deficiencies will be counseled into courses and clinics for remediation.

Advancement to Graduate Study [Point C]

Students need three semesters to secure graduate credits for completion of the masters degree. Advancement to graduate study would occur no later than the conclusion of the seventh semester.

Criteria for advancement to graduate study-

1. Demonstrated competence in basic skill areas--verbal, quantitative and computer skills.
2. 2.75 GPA in overall academic and professional study.
3. 3.00 GPA in the academic major and specialized professional study.
4. Satisfactory recommendations of advisors in the College and the Curry School.

5. Applicants take the GRE examination (verbal and quantitative) during the seventh semester of study. Test scores are used as supportive evidence for advancement to graduate study.

All candidates would be reviewed by an admissions committee representing the Curry School and the College of Arts and Sciences.

Advising

During the first two years of the Five Year Program, students will be assigned to a mentoring group in the Curry School of Education. The mentors are individual faculty who are screened and selected as excellent role models in professional education. These mentoring groups (10-12 students with a single faculty member) will meet informally throughout the year to answer questions raised by teacher candidates, to identify and discuss prominent questions confronting teachers and the profession, and to serve as support groups.

Once students enter the Curry School and a specific program area, they will be appointed two advisors from the team—one representing the liberal arts concentration and one representing the program area in the Curry School of education. This system will serve transfer students as well.

It is expected that as the student progresses through the program, the role of advisor as such diminishes and each of the persons serving that function will become more a mentor/model for the student. Advisors have the responsibility to see that all program requirements are being met as the student completes each semester.

DESCRIPTIONS OF PROGRAM COMPONENTS

Liberal Arts

The first and second years of the program are devoted to completion of core studies in liberal arts. Core requirements for the College of Arts and Sciences and the Curry School of Education must be met.

The academic major and supporting fields would be distributed over the last four years of the program. An underlying assumption is that the prospective teacher should continue to be an academic participant following the major field experience as a teaching associate:

Second Year: Introductory studies in major field/supporting areas

Third Year: Concentrated studies in major field/supporting areas

Fourth Year: Advanced courses in major

Fifth Year: Advanced courses in major

The following are examples of major and supporting fields concentrations for elementary education (early childhood/middle school); secondary education (English, foreign languages, mathematics, science and social studies); and physical education:

PHYSICAL EDUCATION

Concentration in the major and supporting fields consists of:

57 s.h. Theory of Health Science:

anatomy
kinesiology
motor learning
sport psychology
adapted P.E.

exercise physiology
nutrition
human sexuality
school health
curriculum and history

advanced exercise physiology
P.E. development disabilities

motor development
P.E. Physically/Sensory Impaired

15 s.h. Skills

gymnastics
individual sport skills
emergency medical care

team sports
basic motor skills

Concentration is accomplished in approximately 72 s.h. It may be necessary to include some special pedagogical requirements within the major.

ELEMENTARY EDUCATION

Students complete one of the following options:

Option [1] 30 s.h. major selected from either Group A or Group B:

Group A-

anthropology
history

economics
sociology

government
psychology

Group B-

linguistics
French
speech communications

English
Spanish

German
Classics

15 s.h. supporting field chosen from the group opposite the major

Option [2] 30 s.h.--concentration selected from

Group A-

astronomy
chemistry
physics

biology
environmental science
astronomy

Group B-

mathematics

15 s.h. supporting field chosen from the group opposite the major

SECONDARY EDUCATION

Depending upon the program area and the basic foundational choices made in the liberal arts core, the major and supporting fields could range from 60 to 66 semester hours of study.

A sample program in social studies might be:

30 s.h. Concentration selected from one of the following:

history
economics

government
geography

36 s.h. (12 s.h. from each of the other fields listed above)

Professional Studies

Professional study begins in the second year and continues in each of the last eight semesters. Professional study consists of two types of courses--generic and special--and a teaching associateship.

24 s.h. Generic Courses

Generic courses are required for all students enrolled in a program of teacher education. These courses build upon the prepedagogical courses required within liberal studies. The content of all generic courses will be readily applicable to teaching, consequently they will consist of professional knowledge developed in classroom instruction; professional knowledge tested in laboratory settings; and professional knowledge applied in field settings. Teams of faculty will be responsible for the delivery of the generic aspects of the program. A general description of the generic courses is contained in subsequent pages.

9-42 s.h. Special Courses

Special courses build upon the knowledge developed in generic course study. These courses are uniquely related to one of the identifiable certification areas. Examples by program areas:

12 s.h. Elementary Education bloc:

- language arts/reading/childrens literature
- science/social studies
- arts/movement/music
- mathematics

9 s.h. Secondary Education bloc:

- special methods
- reading content areas/computers

NOTE: Whenever possible, special courses in professional study would consist of classroom, laboratory and field components similar to generic course design.

15 s.h. Teaching Associateship and Seminar

Student teaching will occur only during the Fall semester so as to enable student teachers to experience the beginning of a school year and the process of socializing students into a classroom group. Because of considerable prior laboratory and clinical experience student teachers will assume a major role for classroom instruction more quickly than is currently the case in most student teaching. Student teachers will not spend weeks observing before implementing lessons, instead they will begin almost immediately serving as co-teachers, under the direction of clinical instructors, with responsibilities in planning, implementing, and evaluating instruction. Henceforth, the terms "teacher associates" and "teaching associateship" will be used instead of the terms "student teachers" and "student teaching." The teaching associateship will be accompanied by a special subject seminar conducted by faculty in the program area.

APPENDIX

"Illustrations of Professional Content: Five Year Program"

PROGRAM DESCRIPTION
Distribution of Content Areas by Semesters

	YEAR I	YEAR II	YEAR III	YEAR IV	YEAR V
F I R S T S E M E S T E R	LIBERAL ARTS CORE	LIBERAL ARTS CORE	ACADEMIC MAJOR FIELDS	ACADEMIC MAJOR FIELDS	TEACHER ASSOCIATESHIP
		TEACHING AS A PROFESSION [I]	LEARNING AND DEVELOPMENT [I]	SPECIAL SUBJECT PROFESSIONAL STUDIES	
S E C O N D S E M E S T E R	LIBERAL ARTS CORE	ACADEMIC MAJOR FIELDS	ACADEMIC MAJOR FIELDS	ACADEMIC MAJOR FIELDS	ACADEMIC MAJOR FIELDS
		TEACHING AS A PROFESSION [II]	LEARNING AND DEVELOPMENT [II]	SPECIAL SUBJECT PROFESSIONAL STUDIES	FOUNDATIONS OF SCHOOLS AND PROFESSIONAL ETHICS
		TEACHING AS A PROFESSION [I]	INSTRUCTIONAL PLANNING [I]	INSTRUCTIONAL PLANNING [II]	

		YEARS				
		I	II	III	IV	V
s e m e s t e r	1					
	2					

SECOND YEAR PROFESSIONAL STUDIES [6 semester hours]

Course Title: Introduction to Professional Studies [Fall/Spring]

	MODULE I	:	MODULE II	:	MODULE III	
C L A S S R O O M	Provides overview of the teaching profession: -legal concerns -evaluation and merit -peer relationships -scholarship -managing behavior	:	Emphasis is on understanding Self as: -learner -personality -learner -philosopher -teacher	:	Emphasis is on understanding the school environment: -political and social values -curriculum (what to teach?) -organization (who served?) -trends	
L A B O R A T O R Y	Initiates skill development in: -interviewing children, youth, peers, professionals -listening for information -observing for information How to use instruments to gather professional data?	:	Attends to skill development in the use of case studies based upon: -self/peers -groups -institutions	:	Analysis of curriculum materials and school organization.	4 s.h.
F I E L D	School and Community provide data base for the application of skills learned in the classroom and the laboratory. Prospective teachers are assigned to primary groups in the community as leaders.	:		:	Conduct case studies on what schools do and what schools value.	2 s.h.

		YEARS				
		I	II	III	IV	V
s e m e s t e r	1					
	2					

THIRD YEAR [6 semester hours]

Course Title: Learning and Development [Fall/Spring]

		MODULE IV	MODULE V	MODULE VI	
C L A S S R O O M		Principles of Learning and its application to instruction.	Principles of human development applied to classroom settings.	Learning and Development in special individual and group settings: e.g. -group dynamics -management of behavior	
					4 s.h.
L A B O R A T O R Y		Laboratory provides protocol materials to permit repeated analysis of learning principles applied to instruction.	Provides protocol materials for repeated application of development principles.	Prospective teachers work in clinics within the Curry School conducting case analyses and planning remediation and enrichment activities.	
		Design lessons based upon learning principles.	Design lessons based upon development principles.		
F I E L D		Field test learning principles.	Field test principles of human development.	Act as tutor, teacher aide.	
				Diagnose classroom settings, plan remediation of identified problems in learning or provide for enrichment.	2 s.h.

		YEARS				
		I	II	III	IV	V
S e m e s t e r	1					
	2					

FOURTH YEAR [6 semester hours]

Course Title: Instructional Planning [Fall/Spring]

C L A S S R O O M	MODULE VII	MODULE VIII	MODULE IX	
	Instructional Planning: -units -courses -goals -methods -techniques	Heuristic Model of Teaching: Plan and Test Convergent Inquiry Model: Plan and Test Didactic Model of Teaching: Plan and Test	Knowledge and use of assessment: -construction use of tests -use of systems of observation	
L A B O R A T O R Y	Media labs Computer labs Curriculum lab	Microteach models. Prepare teaching materials for each model.	Simulated classroom sets of data to be used in testing different forms of assessment.	4 s.h.
	Prospective teachers are assigned to schools where they prepare, administer and analyze a range of classroom procedures. Teach short term units of instruction for each model presented in the classroom and developed in the laboratory sessions.			2 s.h.

		YEARS				
		I	II	III	IV	V
S e m e s t e r	1					
	2					

FIFTH YEAR [6 semester hours]

Course Title: Foundations of American Schools [Fall/Spring]

		MODULE X	MODULE XI	MODULE XII	MODULE XIV	
C L A S S R O O M L A B O R A T O R Y F I E L D		Historical trends and movements in American education.	Sociological issues in school contexts.	Philosophical foundations of alternative models of education.	Educational issues in contemporary society.	
		Prospective teacher candidates select a contemporary issue and develop a hypothesis(es) about the implications and related concerns caused by the presence of the issue. Faculty serve as mentors in problem-solving the issue: -identify problem statement -identify reasoned alternatives -suggest alternative solution(s) -present researched conclusion				<u>4 s.h.</u>
		Prospective teacher candidates act as research interns within public schools during their final semester of study. The assignments might be within public school research departments and/or assisting a classroom teacher with action research.				<u>2 s.h.</u>